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ABSTRACT

The manual serves as a guide for developing early intervention programs to meet the needs of parents of young handicapped children. An introductory section explains early intervention program goals--be available, listen, work cooperatively, and obtain and give feedback. Chapter 1 describes the Early Intervention Program in terms of program services, program scheduling, and parent and family services. Seven subsequent chapters provide descriptions of selected projects in the following areas: educational, therapeutic, social, money-making, special activities, parental involvement, and new ideas. Agendas, information sheets, and forms are provided for activities which include child management, group counseling, outings, bake sales, exercise programs, self-help, and parent newsletters. Parent interest checklists are also provided. (SW)

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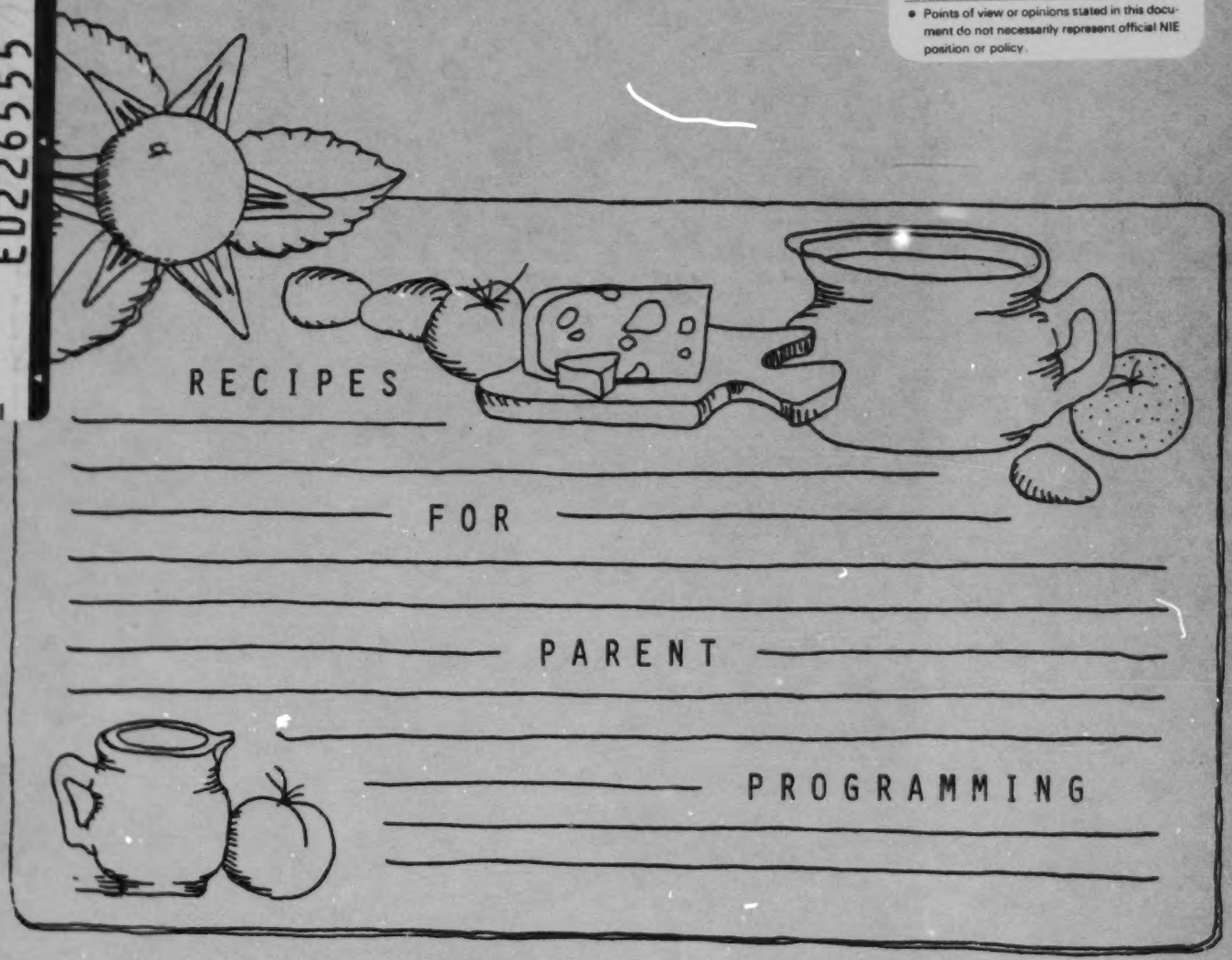

# RECIPES FOR PARENT PROGRAMMING

WRITTEN BY PAULIE VELOTTA

ILLUSTRATIONS BY MERI FRENCH

WITH CONTRIBUTIONS BY THE PARENTS OF THE EARLY INTERVENTION PROGRAM

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Philippa A Campbell

TO THE EDUCATIONAL RESOURCES

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The author wishes to thank the Early Intervention Program's parents and staff for their contributions to the manual. A special note of appreciation is extended to Meri French, an EIP parent, who through her time and artistic talent provided the illustrations, to staff members Rebecca Groves, Janet Hartman, Jean Levin, Patrick Macke, Thomas Simmons, Ellen Tessler, and EIP parent Vicki Ferenczi, for their editorial contributions, to Kathy Flake for typing both the rough draft and the final manuscript, and to Philippa Campbell, co-director of EIP, for her encouragement in writing Recipes For Parent Programming and the final edition of this manual.

The development of material presented in this article was supported in part from USOE/BEH Grant No. G007900506 to Children's Hospital Medical Center of Akron.

Parents of handicapped children need time for themselves - a time to relax and enjoy leisure activities. Many parents are so totally devoted and involved in every aspect of their children's lives at home, school, hospital, and therapy, that they forget or even feel guilty when taking time out for themselves.

Many times parents have expressed that when they became the parents of a handicapped child, they experienced a loss of identity. Parents, particularly mothers, saw themselves only as a handicapped child's parents, and not as an individual who has other interests, activities, and feelings not related to their child's handicap.

Unfortunately, many parent programs add to this loss of identity by focusing totally on the problems parents encounter in raising a handicapped child. Thereby, professionals do not extend to parents an opportunity to be themselves, to show the other side of their personality, share thier volume of experiences, interests or personal dreams separate from their responsibilities of being a parent of a handicapped child. Professionals often add to the stresses parents feel as opposed to offering them an outlet.

For those programs that require or request parents to be present in the facility while their children are being served, there often exists an opportune time to provide parents a respite - a time to enjoy activities which are meaningful to them.

Parent programming, by our definition, includes a variety of meaningful experiences chosen by and participated in by the parents. At the Early Intervention Program, parent programming is planned during the child's school day.

Recipes For Parent Programming is designed to provide you with a foundation to implement programs for parents based on the parents' individual and group needs. The manual should serve only as a guide. You must design your own parent program, for each service delivery program is unique. Please use this manual as a "spring board" from which program staff and parents can design activities appropriate for parents of children served by your agency.

The old Chinese proverb

*Tell me, I'll forget*
*Show me, I may remember*
*But involve me and I'll understand*

is very applicable when working with parents of handicapped children. When an individual is involved in experiences that are meaningful to him, he is more likely to feel fulfilled. By developing a parent program in which the parents feel ownership, you have offered the parents an outlet. You will notice the parents developing a more positive attitude about themselves, their lives, their children. The parents' energy levels will naturally increase.

When one's energy level is low, s/he functions poorly. When one's energy level is high, s/he is better able to function effectively. Persons with low energy levels have great difficulty meeting even the simplest demands of life, while individuals with high energy levels can oftentimes follow through on achieving goals in face of adverse circumstances (Carthuff, 1973). Parents with high energy levels will feel better about themselves, and thereby cope more effectively with their handicapped child.

Throughout Recipes for Parent Programming, we stress that parent programming should evolve through assessing the strengths and needs of parents. Parents have information, knowledge, and skills that can be useful to other parents and professionals. What is entailed involves identifying parent interests and concerns, then matching parent strengths to provide for their educational, emotional and social needs. The parent coordinator, as an individual who can view a number of programs and parents, is in an ideal position to organize these services. Throughout identification, assessment, and coordination of parent programming, the parent coordinator should utilize various interaction processes. Three processes we have used to assess parental strengths and needs are:

1) parent questionnaires
2) informal conversations with parents
3) participation in parent group activities

Parent questionnaires are typically utilized when seeking specific information, i.e., finding out in what areas of the program the parent is interested in volunteering. A written questionnaire form is impersonal and should be used when gathering specific information for scheduling or feedback purposes. Two examples of parent questionnaires are included at the end of this section. Identifying parent interests and abilities through informal conversations among parents and staff can be arranged through a planning session, whereby the parent coordinator meets with the parent group

and/or individual parents to brainstorm ideas for future activities. By active participation in the parent group, the parent coordinator or program staff can pick up on suggestions or comments which the parents make and shape those ideas into parent programming areas. Informal conversations with parents and active participation in parent group activites are more favorable processes than questionnaires because they involve personal contact with parents.

The Early Intervention Program's goal for an effective parent group is to form and maintain a cooperative partnership whereby parents feel ownership of a program designed to meet their needs through utilization of parent strengths. To achieve this goal, our philosophy is to meet parental needs and concerns in the following ways:

Be There. Availability is the key word. Several of the Early Intervention Program parents commented that they were impressed when I, as parent coordinator, always used the word "we" when speaking of the parents. They said they were glad I felt a part of the parent group and knew they could rely on my professional helping skills and my friendship.

Listen. Listen to parents. We all need attention, someone to listen to us. Think of how you feel when you have something to share and there is no one around, or the individual chooses not to hear what you are saying. Oftentimes professionals have their own agenda, imposing on parents what we want to get done or feel the parents should be doing. Remember, as professionals we are there to meet the children's and their parents' needs, not our own. Listen to what the parents are expressing - what do they need, want to work on, or participate in?

Work Cooperatively. A good parent program should operate as a partnership between the parents and staff. It should be a cooperative venture. Therefore, one critical issue to consider in parent programming is exploitation versus cooperation. No one likes to be taken advantage of, which is exploitation. For example, to dictate to a parent that she must volunteer in her son's preschool classroom when she has four other children at home for whom she needs to care or when she knows that her presence in the classroom would disrupt or hinder her son's participation is unfair exploitation. If, however, in a meeting with the parent other alternatives for parental involvement are identified, cooperative participation results.

Obtain and Give Feedback. Feedback is a necessary and important component of any program. It is essential to keep abreast of parents' views, comments, and suggestions relating to their child's school

program and their parent program. Feedback insures appropriate and needed changes necessary for program growth. Feedback from parents can be obtained through the identified interaction processes. Periodically ask the parents to complete a feedback sheet giving their evaluation of the program. Then personalize the request for feedback by meeting with the parents to discuss their evaluation comments and suggestions. Most importantly, change! Implement the requested changes which are feasible, negotiate for ways to incorporate suggestions which are not immediately able to be implemented, and explain why some requests cannot be met.

Recipes For Parent Programming focuses on the parent programming areas cooperatively developed, planned, and implemented by the Early Intervention Program parents and staff members. The manual is divided into seven major areas: educational, therapeutic, social, money-making projects, special activities, parental involvement in children's programming, and new ideas. Each area is self-explanatory providing descriptions of selected projects.

## RECIPE FOR PARENT PROGRAMMING

* *Form a parent group and work with individual parents.*
* *Assess parent needs.*
* *Discuss parent needs.*
* *Develop programming areas for parents.*
* *Form committees to plan, implement and evaluate programming.*
* *Periodically reassess parent needs.*
* *Involve all parents to some degree.*
* *Become involved yourself.*

Additional Note: Since the majority of our parents are from traditional families, the father assuming the role of provider and working outside the home and mother filling the role of homemaker, caring for children and the home, this allows the mother and sometimes father (dependent upon time of day/shift employed) to be present during their child's programming day. Many programs are not afforded this luxury. However, any program can develop a good parent program by assessing parental needs, focusing on parent strengths, and working cooperatively. Remember that working parents are also interested in their children. In empathy, as a working parent, I am tired by the end of the day. I may already feel drained, and any extra activity is another expenditure of energy, adding to that feeling.

The parent coordinator and program staff need to be creative in exploring other available avenues in designing parent programming. Some options presented are Saturday and Sunday programming, newsletters, telephone communication systems, home visitation, open houses, and home-school program notebooks. Communication and partnership remain key words.

EARLY INTERVENTION PROGRAM

EIP

UNIVERSITY SCHOOL

KENT STATE UNIVERSITY, KENT, OH 44242
(216) 672-3854

## FOR FATHERS ONLY

Dear Dads:

Our program does not often have an opportunity to see its children's fathers, but you are not forgotten. We are interested in finding out what we can do for you to increase your awareness of the Early Intervention Program and help you become more involved in your child's programming.

Other programs around the country offer fathers various involvement opportunities which take many forms. These include:

- Social activities such as a father/son or daughter breakfast and playground outing with fun in the sand, swimming, and the swing set.
- Or a building workshop where fathers lend their time and craftmanship in building, maintaining, painting program equipment and toys.
- Educational sessions such as a lecture series for fathers with speakers on suggested topics or a group counseling session to explore the feelings and experiences of fathers in having a handicapped child.
- Or a day where dads bring their child to class and accompany their son or daughter through their day.

We are interested in your suggestions/ideas/comments about our program. Would you please take a few minutes to complete the following form to let us know what we can do FOR FATHERS ONLY.

Thank you,

Paulie Velotta

Paulie Velotta
Parent Liaison Coordinator

Parent's Name: _____

(Please check appropriate box)

| Interested | Not Interested | |
|---|---|---|
| ☐ | ☐ | Father/daughter-son breakfast or lunch |
| ☐ | ☐ | Playground outing (swimming, sand, play, etc.) |
| ☐ | ☐ | Family picnic (for staff and parent's families) |
| ☐ | ☐ | Building workshop - making/repairing toys & equipment |
| ☐ | ☐ | Father/child class day (follow child through his program day) |
| ☐ | ☐ | Lecture Series - Suggested Topics: |

_____

_____

_____

☐ ☐ Group Counseling Sessions - Topics:

_____

_____

_____

Other: Your suggestions and comments:

_____

_____

_____

_____

Day(s)_____

Time(s)_____

Please indicate the days and times best for you to participate

Please return form by Friday, March 20, 1981

EARLY INTERVENTION PROGRAM

EIP

UNIVERSITY SCHOOL

KENT STATE UNIVERSITY, KENT, OH 44242
(216) 672-3854

Dear Parents:

At the end of each quarter we have asked for your suggestions concerning your child's programming and parent programming. Many of the suggestions have already produced some of the Early Intervention Program changes.

In many of our past discussions, we have talked about what you would like for parent programming. Some of your ideas have already been implemented such as the group counseling sessions with Rita at 10:30 or 12:00, alternate weeks and days (see posted schedule in parent center), and small group sessions on child management have begun for some interested parents.

We are also beginning a planned lecture series bi-monthly. Our first topic was on adoption of hard to place children.

A recent suggestions is our planned outing for Wednesday, March 11th at 10:00, breakfast at Captain Brady's. Another idea talked about and now implemented is the educational classes on motor impaired children held every other Wednesday night from 7:00 - 8:30.

In planning for your needs, I ask your help in giving me suggestions on what you would like in the way of programming. What would you like to do while you are here to meet your needs as well as those of your children.

I would appreicate every parent in the Early Intervention Program to complete this tear-off sheet giving me you input by Friday, March 20th.

Thank you

Paulie

---

Parent's Name:_____ Child's Classroom:_____

Suggestions:_____

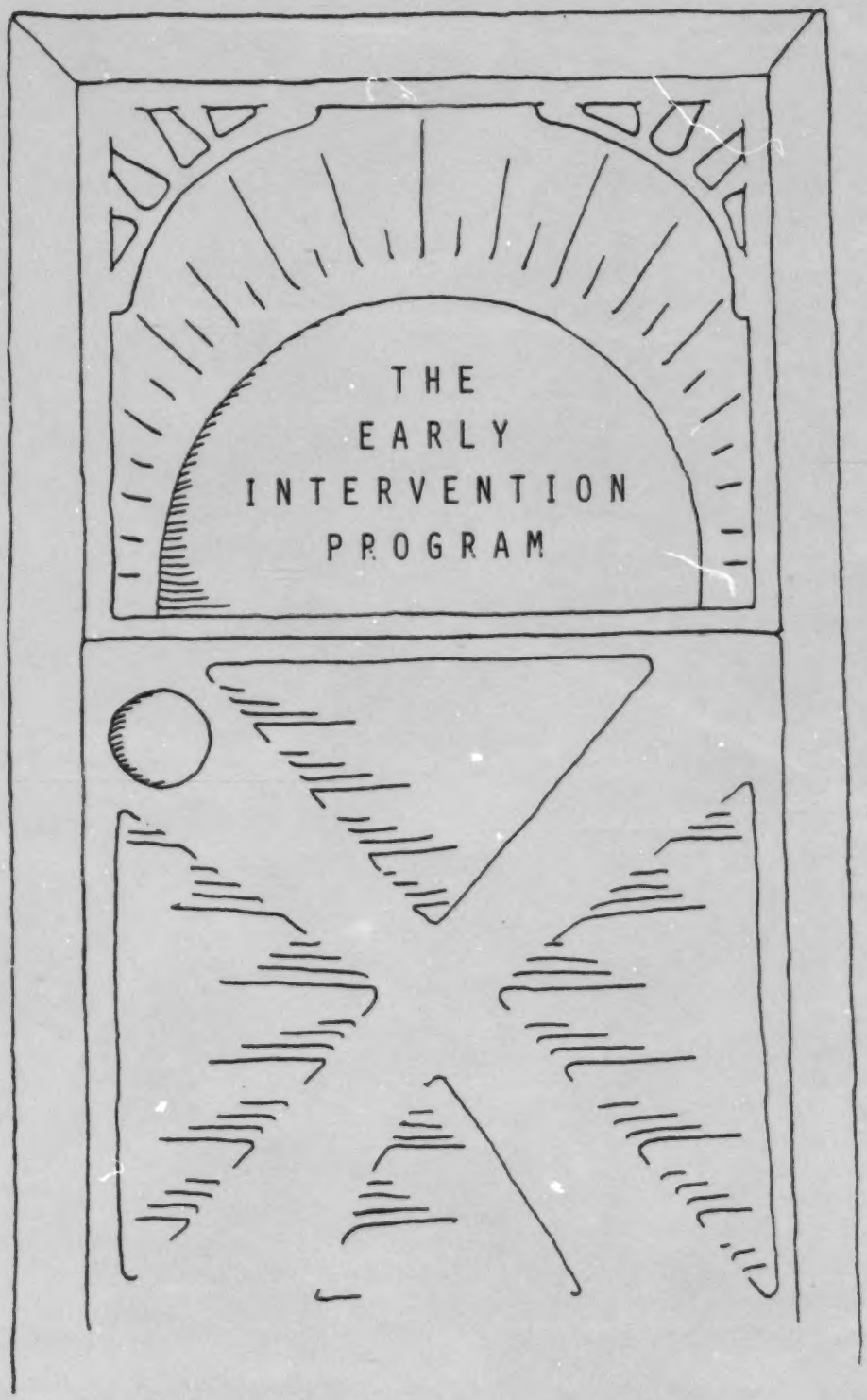
_____

_____

_____

_____

(Use back of tear-off sheet if another piece of paper is necessary)


THE
EARLY
INTERVENTION
PROGRAM

## THE EARLY INTERVENTION PROGRAM

The Early Intervention Program is an interdisciplinary educational and therapeutic program for infants, toddlers, and preschoolers, operated jointly by Children's Hospital Medical Center of Akron and Kent State University. Funded largely by grants from Special Education programs, the program is designed to provide quality educational and therapeutic services in integrated environmental settings for infants and children in Northeastern Ohio.

The program is staffed by an educational/rehabilitation team from the disciplines of special education, psychology, physical, occupational, speech/language, and music therapies, and parent education, staffed by Children's Hospital Rehabilitation Services Division and various departments of Kent State University. Services are provided for children under six years of age with known or suspected problems in motor skills, language or cognitive development. This includes:

- infants who are not developing in the usual way or at the usual rate in activities such as sitting, walking, playing, feeding, or talking;

- children with disabilities, including cerebral palsy, brain damage, spinal meningitis, Down's syndrome, or other genetic disorders, and delays in development where therapy and education are required.

### Program Services

Interdisciplinary Intervention - Any child who is referred will be given an educational screening to determine intervention needs and appropriate program placement. If the child is in need of intervention, an individualized program services plan will be developed with the family.

- Infant Services (0-18 months) - programming is scheduled on an individual basis with small groups of infants/parents receiving one-to-one intervention and parent instruction.

- Motor Impaired Intervention (12 mo.-5 yrs.) - A range of services are provided for severely motor handicapped and multihandicapped children on a four-day-a-week basis.

The focus of inervention is individually designed instruction to systematically train functional motor skills, language and cognitive concepts, self-care and mobility skills. Each child is primarily involved in individualized one-to-one instruction, however, when appropriate, each child participates in our integrated preschool classroom.

- Toddler Communication Class (18 mo.-4 yrs.) - Classroom programming provides small group instruction, focusing on individual child-oriented goals in the following areas: cognitive development, language acquisition, motor exploration and peer interaction. Parents participate through group instruction in language and cognitive skill training and receive individual and group instruction on behavior management skills. Participation is two days per week.

- Preschoolers (3-6 yrs.) - Four-day-a-week programming is oriented toward developing sufficient skills to participate in an integrated or mainstreamed kindergarten environment with individual schedules developed in relation to classroom skills, therapy needs, and individual training sessions.

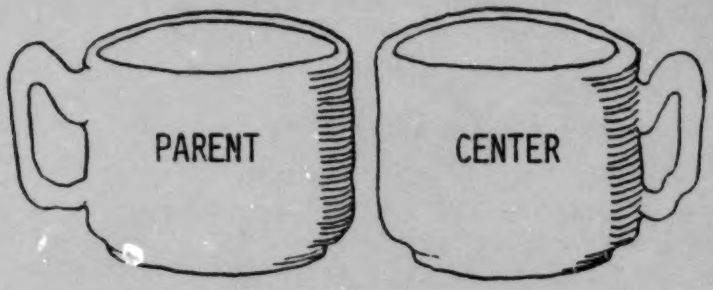
- Experimental Kindergarten (5 and 6 yrs.) - Programming is provided in conjunction with the University School Kindergarten classes, which are integrated environments allowing handicapped children to interact with their non-handicapped age mates. Individual programming needs are met by Early Intervention Program staff in coordination with University School Kindergarten teachers.

## Program Scheduling

Infants are scheduled individually for one-hour sessions and may receive services as often as necessary. The Toddler Communication Class children participate two days per week, and the Motor Impaired and Preschool children may attend the program up to four days weekly (Tuesday through Friday). The University School Experimental Kindergartens are full-day Kindergartens (Monday through Thursday) and meet for half days on Fridays. Some children may attend both the Early Intervention Program preschool classes and the University School Kindergarten, depending upon individual child and family needs.

## Parent and Family Services

Parent groups and activities are developed by parents in coordination with the Parent Liaison Coordinator. Parents assist in the classroom, help with snack and lunch times, attend educational sessions, work on special projects, help make equipment or classroom materials, provide tours and orientation to the program, and perform many other functions. Individual and group counseling is provided for parents who wish to participate. Parents are not required to stay while their children are in programming, but are encouraged to become as involved in programming as they desire. Home instruction is provided by each staff person in coordination with a case manager. In addition, regular training sessions on specific topics, such as behavior management, language training, etc., are provided.




Of the Early Intervention Program's several rooms, there is one significant room for parents - the Parent Center.

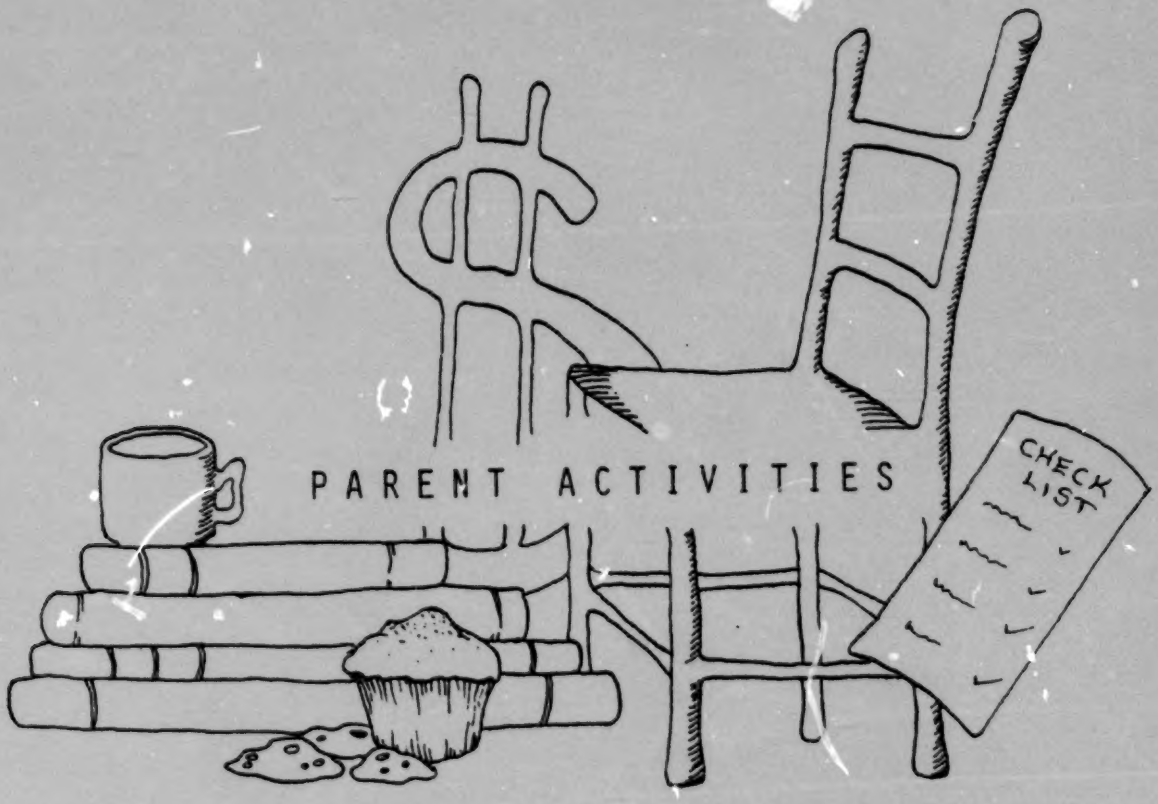
The Parent Center was given its name by the EIP parent group because it serves as a lounge, meeting place, parent training and work center. The room is carpeted and furnished comfortably with a couch, chairs, tables and bookshelves, providing a warm, relaxing atmosphere.

One wall serves as a bulletin board for general announcements and specific correspondence regarding program areas, while pictures of the children with their parents are hung above the fireplace. On the table under the announcements, each parent has a "mailbox" file folder which is used to distribute newsletters, memos, or other messages.

It is a bright and cheerful room, a welcome place where parents can go to work, learn, talk, or just relax. You will always find coffee and tea brewing, and oftentimes there are homemade "goodies" brought in by the parents.

RECIPE:

- *Have the parents set the room up. Presently the EIP Parent Center is arranged in a living room atmosphere. Have several groupings of furniture available to allow parents to have small group conversations or work on projects without intruding on one another's privacy.*
- *If parents so choose, they can designate areas such as reading space, work area, discussion corner.*
- *Add parent mailboxes to put in program information, newsletters, memos, etc. Use them as you would for staff mailboxes.*
- *Hang pictures of the children and their parents on the wall. This will immediately brighten their new home.*
- *Most importantly - remember, this is the parents' space. Let them plan it. You are there only to help.*


PARENT ACTIVITIES
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# PARENT PROGRAMMING AREAS

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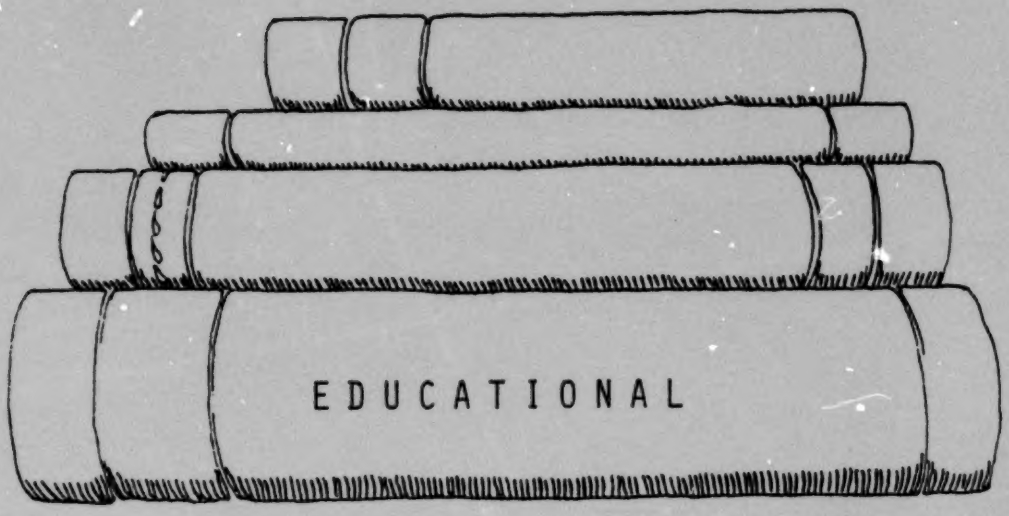
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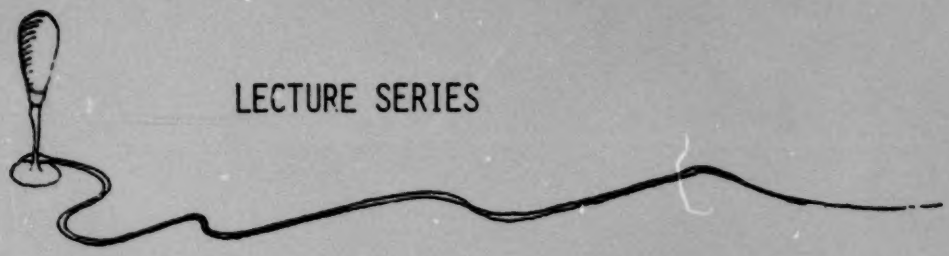


# LECTURE SERIES

Guest speakers are invited to lecture to the parent group. The lectures provide an open discussion of relevant information on a variety of topics pertaining to the concerns and interests of the parents. Different modalities are utilized in presenting topics. They include films, slide/tapes, speakers, videos, filmstrips, articles and books.

Some topics chosen by our parent group include:

- Nutrition
- Time Organization
- Coping with stress
- Wills, trusts and social security
- Allergies and their effects
- Medications (types of, effects, pros/cons)
- How "normal" children and adults adjust/accept a handicapped child
- Stigma of a disability
- Architectural barriers
- Socialization of a handicapped child
- What's happening with education in general and education of the handicapped worldwide
- Home programming for the handicapped child
- Child management/effective parenting
- The issue of discipline
- How to write an Individual Education Program (IEP)
- Transporting/carrying/handling of handicapped children
- Siblings' reaction to the handicapped brother/sister
- Information on disabilities -- separate lectures on different disabilities, including cerebral palsy, down's syndrome, spina bifida, developmental delay, blindness, etc.

RECIPE:

* *Obtain suggestions from parents on topics and concerns of interest to them. This can be done by posting a suggestion sheet on the bulletin board or by asking parents personally.*

* *Form a committee or have a parent volunteer contact guest speakers on topics chosen. Have them book a date and time, decide on the length of the talk, possible questions of the parents, and the location of meeting.*

* *Inform the parent group in advance of scheduled lectures.*

* *Encourage attendance.*

* *Keep file cards on speakers - name, address, phone, topic and audience evaluation of the lectures for future series.*

The following list is a synopsis of the Early Intervention Parent Program's Lecture series dated March, 1980, through February, 1982.

## PARENT PROGRAMMING

April, 1980, to February, 1982

| DATE | PRESENTATION |
|---|---|
| 4/8/80 | THE UNIVERSITY SCHOOL<br>Dr. Herb Goldsmith, Director<br>University School, Kent State University |
| 4/11/80 | HOW TO WRITE AN IEP<br>Phillipa Campbell, Co-Director<br>Early Intervention Program, Kent State University |
| 4/15/80 | COPING WITH STRESS<br>Rita Myers, Doctoral Student, Kent State University |
| 4/18/80 | WHAT'S HAPPENING IN EDUCATION AND EDUCATION WITH HANDICAPPED IN OTHER PARTS OF THE WORLD<br>Dr. William Bricker, Co-Director<br>Early Intervention Program, Kent State University |
| 5/6/80 | SIBLINGS' REACTION TO THEIR HANDICAPPED BROTHER/SISTER<br>Paula March and Jackie Kreg, Parents |
| 5/13/80 | WILLS, TRUSTS, AND SOCIAL SECURITY<br>Phillip J. Kaufman, Attorney at Law |
| 5/15/80 | LAWS FOR EDUCATION OF THE HANDICAPPED<br>Nancy Dodd, Assistant Professor, Kent State University |
| 5/28/80 | MEDICATIONS AND SEIZURE DISORDERS<br>Dr. G. Dean Timmons<br>Children's Hospital Medical Center of Akron |
| 5/80 | SOCIALIZATION OF A HANDICAPPED CHILD<br>Kent State University students from Handicapped Student Services |
| 6/16/80 | WHAT DO PARENTS EXPECT FROM EARLY INTERVENTION AND SCHOOL-AGED PROGRAMS?<br>Paula Bell, University of North Carolina at Chapel Hill |
| 6/80 | ADAPTIVE EQUIPMENT FOR THE HANDICAPPED STUDENT: WHAT SHOULD PARENTS KNOW AND CONSIDER BEFORE PURCHASING EQUIPMENT<br>Lou Esposito, Adaptive Therapeutic Systems, Madison, CT<br>John Miller, Miller Rental and Sales, Akron/Canton, OH |

| | |
|---|---|
| 6/80 | MACAPONI AT MIDNIGHT<br>Don Bartlette, Canton, Ohio |
| 7/80 | THE ROLE OF THE SCHOOL IN PARENT TRAINING<br>Pam Olivero, Parent Trainer<br>Debby Phillips, Home Training Specialist<br>Stark County Board of Mental Retardation, Canton, OH |
| 7/80 | PARENTS AS "EDUCATORS" OF THEIR HANDICAPPED CHILDREN<br>John Filler, Virginia Commonwealth University, Richmond, VA |
| 7/80 | PROGRAMMING IN EARLY CHILDHOOD PROGRAMS FOR PLACEMENT IN REGULAR EDUCATION CLASSROOMS<br>Lisbeth Vincent, University of Wisconsin, Madison |
| 7/80 | NORMALIZATION - APPROPRIATE PROGRAMMING FOR CHILDREN<br>Nicholas DeFazio, Children's Hospital Medical Center of Akron |
| 7/80 | THE "HOW-TO'S" OF PARENT ADVOCACY<br>Brad Garner, Children's Hospital Medical Center of Akron |
| 7/80 | STRESS AND HOW IT AFFECTS OUR LIVES<br>Rita Myers, Doctoral Student, Kent State University |
| 2/81 | THE ISSUE OF DISCIPLINE<br>Dr. William Bricker, Co-Director<br>Early Intervention Program, Kent State University |
| 2/3/81 | EDUCATIONAL CLASSES ON MOTOR IMPAIRMENTS<br>Phillipa Campbell, Co-Director<br>Karen Clegg, Teacher<br>Early Intervention Program, Kent State University |
| 2/23/81 | PARENT TRAINING/CHILD MANAGEMENT SERIES<br>L. Alison Rosen, Karen Clegg, Lynn Blackburn, Teachers<br>Early Intervention Program, Kent State University |
| 3/81 | STIGMA OF A DISABILITY<br>Paulie Velotta, Parent Liaison Coordinator |
| 3/81 | ADOPTION - THE CHILDREN'S HOME<br>Representative from the Children's Home |
| 4/8/81<br>4/15/81 | HOW TO ADOPT<br>John Cowles, Spaulding for Children |
| 4/18/81 | CLASSROOM PROGRAMMING FOR TODDLERS<br>Rebecca Groves and Christine Hill, Teachers<br>Early Intervention Program, Kent State University |

| | |
|---|---|
| 4/29/81 | SERVICES AVAILABLE TO THE HANDICAPPED CHILD AND THEIR FAMILIES<br>Debby Phillips, Teacher, Early Intervention Program |
| 11/11/81 | WHAT IT'S LIKE TO BE A MOTHER<br>Dr. Rita Myers, Western Reserve Habilitation Center |
| 11/17/81 | EXPECTATIONS - DO WE ASK TOO MUCH OF OURSELVES?<br>Paulie Velotta, Parent Liaison Coordinator<br>Early Intervention Program |
| 12/4/81 | SUPERMOM AND TIME MANAGEMENT<br>Susan Marx Conlin, Coordinator<br>Parent-Infant-Toddler Project, Kent State University |
| 12/8/81 | UNDERSTANDING THE SCHOOLS - HOW TO GET FUTURE SERVICES FOR YOUR CHILD<br>Brad Garner, Special Education Regional Resource Center |
| 12/15/81 | CONCERNS IN BEING A PARENT OF A DISABLED CHILD<br>Dr. Martha Walker, Chairperson<br>Rehabilitation Counseling, Kent State University |
| 12/16/81 | RED CROSS FIRST AID WORKSHOP<br>Instructor from Portage County Red Cross |
| 1/26/82<br>2/2/82 | EDUCATIONAL TESTING<br>Brad Garner, Special Education Regional Resource Center |

# CHILD MANAGEMENT SESSIONS

Many of the parents had expressed an interest in receiving information and training in behavior management skills. In an effort to meet the unique needs of each family, training sessions with a group of four to six parents were formed. The child management sessions were specifically designed to help parents gain basic skills in child management.

In order to identify family needs, parents were asked to complete a parent attitude scale and behavior problem checklist. Subsequently, staff translated those needs into an effective model for training. In order to systematize training, such that for each family to gain basic competencies in behavior management, the following "subject" areas were identified as a core curriculum:

1. Recording and graphing data
2. Identifying behavior
3. Reinforcers (schedules and fading)
4. Antecedent conditions
5. Consequences
6. Teaching techniques:
   - -task analysis (components of a skill)
   - -chaining (backward and forward)
   - -steps
   - -shaping
   - -prompt levels (physical guidance, modeling, verbal, etc.)
   - -fading

Secondary curricula:

1. Baselines
2. How to write your own program
3. Goal setting
4. Behavioral objectives

The sessions were conducted by staff members trained in child management skills and parent training.

RECIPE:

* *Form groups of 4 to 6 parents interested in developing basic child management skills. Try to group the parents according to the ages of their children, i.e. parents with toddler-age children, school-age children, teenagers, those with both age groups, etc.*

* *Identify parent needs through completion of a parent attitude scale and behavior problem checklist. Identify a core and secondary curriculum inclusive of immediate parent-identified needs.*

* *Arrange a time, meeting place, and determine the session's length. Choose a staff member(s) to provide training. Review training sessions output, making needed changes in curriculum, session management, etc. Have parents evaluate sessions at completion of training. Take into account parent evaluation before conducting subsequent groups.*

Adapted from initial curriculum draft, Family Outreach, Inc., Helena, Montana

# EDUCATIONAL CLASSES ON MOTOR IMPAIRMENTS

Upon parental request, an educational class for parents of motor impaired children was formed. This class was offered bi-monthly for an hour and a half during the evening for the convenience of both parents.

Topics projected for discussion included:

- What is Cerebral Palsy?
- What is neurodevelopmental treatment and how does it apply to your child?
- What is muscle tone?
- How to assess muscle tone.
- How to alter muscle tone.

Positioning and carrying considerations for daily activities with motorically handicapped children were also covered.

The classes were conducted by one of the program two staff members, a teacher/therapist and the parent liaison coordinator.

## RECIPE:

* *Compose a letter to the parents to be involved in the designated classes, i.e., motor impaired, Down's syndrome, language delay, explaining the projected classes and asking for parental input on what other topics they would like addressed.*
* *Ask the parents to complete a tear-off sheet if they plan to attend in order to obtain an idea of projected attendance and interest.*
* *Organize your curriculum and teachers.*
* *Plan a starting date.*
* *Begin.*

*Remember to obtain feedback from parents on presentations. Our feedback sheet is attached.*

CLASSES ON MOTOR IMPAIRMENTS

Feedback Sheet

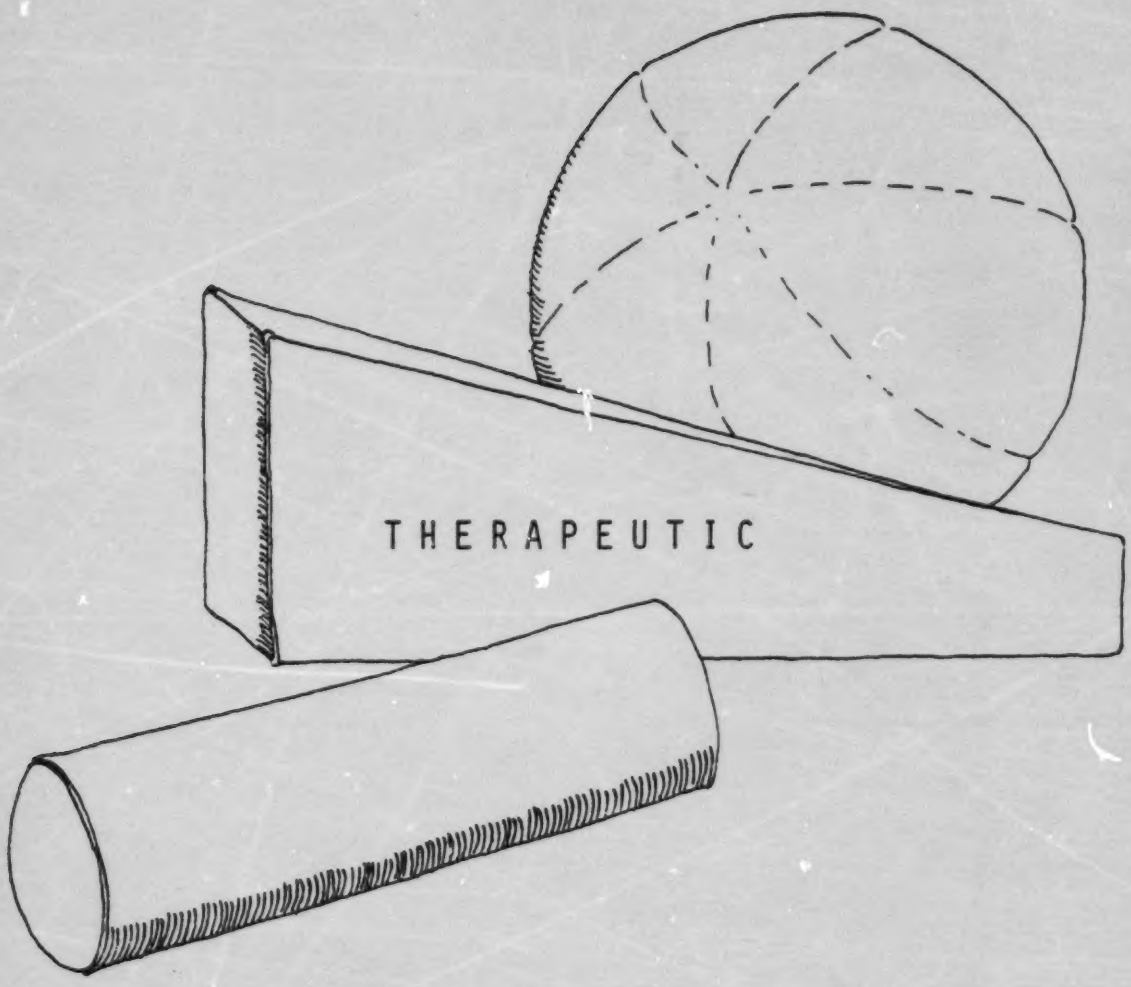
Comments on Session No.____:

Suggestions:

Topics that were mentioned at this session that I would like more detail on:____



Name (Optional)___

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# GROUP COUNSELING SESSIONS

Group couseling sessions give parents an opportunity to explore their feelings, attitudes and experiences in raising a handicapped child with other parents and a trained professional counselor.

This is an open-ended group in which parents of handicapped children can be given education, guidance and insight in dealing with the problems of disability. Themes for discussion focus on interest areas chosen by the group members.

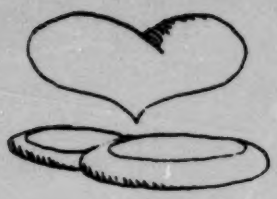
The sessions are conducted once a week on a scheduled day and time. The time span covers a 60-minute session with allowance for socialization before and after.

Suggested themes have included:

- Stages a parent goes through in relation to disability
- Emotional feelings exercises
- The stigma of a disability
- Marital problems in relation to the disabled child in the family unit
- Doctors dealing with the parents of the disabled
- Dealing with reactions of others towards the child
- Coping of single parents
- Role of the father in raising a handicapped child
- Grandparents and relatives - their reactions
- How do you tell others about child's disability
- Mainstreaming, school placement, and educational rights

RECIPE:

* *Seek input from parents if group counseling sessions are needed and wanted parent activity.*
* *Obtain the services of a trained professional counselor to facilitate the groups.*
* *Arrange a time, day and meeting place with interested parents.*
* *Solicit suggested topics of interest to the parents and relay them to the counselor.*
* *Begin.*



# INDIVIDUAL AND FAMILY COUNSELING SERVICES

Studies indicate there is a high rate of marital and family stress in families with handicapped children. Parents have found it beneficial to participate in family counseling sessions which help them become aware of, admit and/or sort out their feelings. This special service is available to the parents free of charge. A doctoral candidate provides counseling at the parents' convenience for the needed duration of time.

## RECIPE:

* *Locate a qualified individual or agency which is willing to provide a marital and family counseling service at minimum or no cost to the parents.*
* *Parents can be introduced to the counselor in a group setting (i.e., our counselor spoke to an interested group of parents on "Coping with Stress"). Those parents interested in counseling can speak with the parent coordinator who either contacts the counselor with the parents' name and telephone number, or can furnish the counselor's name and phone number to the parents.*
* *The counseling sessions are arranged privately between the counselor and family.*

# "PARENTS OF SPECIAL CHILDREN"

## OF GREATER AKRON

Parents of Special Children, a community-based informal parent group, offers emotional support, friendship, and encouragement to other parents of special children.

Their logo, TO SHARE IS TO CARE, is indicative of their support; "As parents of special children, we understand and want to help."

The group provides information and assistance, a library of books and articles, and a toy and equipment lending library.

Meetings are held on the 3rd Thursday of each month from September through May at 7:30 p.m. in a local community bank building. The monthly meetings take the form of informal discussion groups, lectures by professional speakers, films and social gatherings.

An additional service offered by "Parents of Special Children" is Parent to Parent Outreach. Parents provide parents of recently diagnosed handicapped children telephone and person-to-person support, and act as a referral source for professional counseling services.

RECIPE:

* *Attached is a copy of the group's brochure. Additional information can be obtained by calling or writing the parents listed on the back of the brochure.*
* *"Parents of Special Children" is not part of the Early Intervention Program, but many of our parents are active members.*

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**FOR ADDITIONAL INFORMATION CALL:**

Georgeanna Stoner — 688-0842
Dorothy Romesberg — 928-4436
Andrea Coffman — 724-4679
Sally Katz — 666-8783

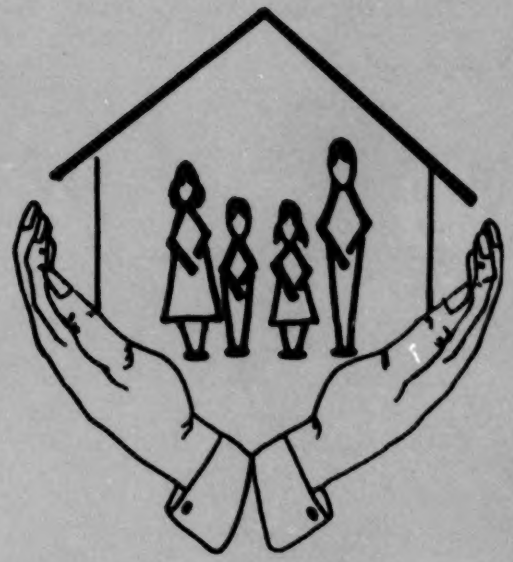
**THERE ARE NO DUES . . . . . .**
**. . . . . THERE IS NO PRESSURE**



Parents of Special Children
of Greater Akron
c/o 3044 Cliffside Dr.
Copley, Ohio 44321

# "PARENTS OF SPECIAL CHILDREN"

## of Greater Akron





**To Share Is To Care**

## TO SHARE IS TO CARE

As parents of special children we understand and want to help.

## PLEASE JOIN US

When: 3rd Thursday of each month from September through May *

Time: 7:30 P.M.

Where: Firestone Bank — Chapel Hill Branch*
1805 Brittain Rd. (across from mall)

Transportation:
Available upon request

* Subject to change

## PURPOSES

To Provide:

* an informal parent group
* emotional support
* relevant information pertaining to your specific needs
* friendship
* personal contact with parents of special children
* encouragement
* greater understanding and concern for all special children

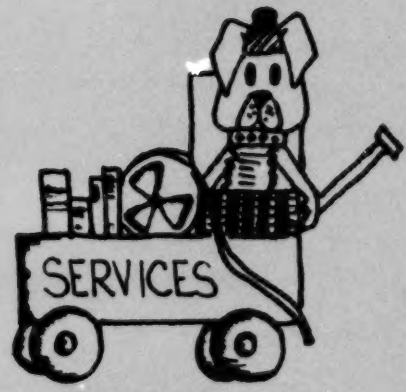
## MEETINGS

* informal discussion groups
* professional speakers
* films
* social gatherings

## SERVICES

To Provide:

* information and assistance to parents of mentally, physically, emotionally and/or learning disabled children
* information pertaining to local educational and theraputic resources
* a library of books and articles for the special parent
* toy and equipment lending library



# INFORMAL DAILY SUPPORT GROUPS

Transportation is not provided by the Early Intervention Program. Parents transport their child and many stay at the University School during their child's programming. When not involved in other program-related or personal activities, parents spend time in the Parent Center. During this time, they are able to relax and informally discuss various subjects from the weather to current events in the world.

RECIPE:

* *Provide a time for several of your parents to socialize during the same time frame. This natural process of socialization and sharing experiences instinctively lends itself to becoming, at times, an informal group support session.*

* *It is not necessary for the parent coordinator to be present, though it can provide the parent programmer with insights into current parental needs to be further explored during this setting or at a more appropriate time, i.e., group counseling sessions or lecture series.*

* *If your program can alot a room or some space which can become the parents' area, you will find this extremely valuable in bonding the parents together.*

SOCIAL

# COFFEE HOUR

Upon parent request, a once-a-week coffee hour was established. Parents described this as simply a friendly time - a chance to socialize, sip a little coffee or tea, eat a doughnut or cookie and talk about anything on your mind.

## RECIPE:

* *Set up a day and time during the week and designate as a coffee hour.*
* *Have the parents choose a week to bring in the snack or goodies, and/or prepare the coffee, tea, etc.*
* *The rest is up to your parent group. They'll socialize and enjoy "just a good friendly time."*

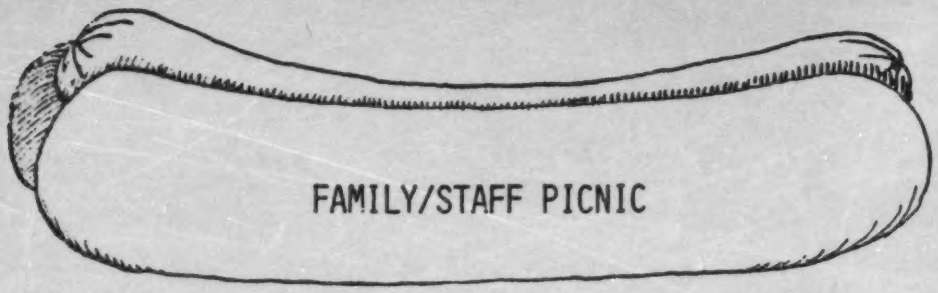
# BREAKFAST AND LUNCHEON OUTINGS

Often, many healthy, happy and interesting conversations are held at the kitchen table or, in this case, at a restaurant table. The parent group suggested a relaxing social time would be a breakfast or lunch outing at a nearby restaurant.

The parents choose the place, day and time, then everyone meets in the parent center and carpools to the selected restaurant. For an hour and a half, good food, good conversation and a genuinely good time is enjoyed by all.

RECIPE:

* *If there is interest, have the parents set up a breakfast and/or lunch outing.*
* *Have them decide the place, time and meeting place, and post a notice on the bulletin board or in the parent newsletter.*
* *Go and have an enjoyable time.*



# FAMILY/STAFF PICNIC

Our first annual Family/Staff Picnic was held on Sunday, June 14, 1981. Everyone contributed to the covered dish table, accompanied by their own family picnic lunch. The benefit drawing (money-making project) of the craft items donated by the parents and staff was also held at this time. Fun included a water balloon fight, egg toss, and a fish pond for the children.

The Family/Staff Picnic was an idea derived by the parents and all the planning was organized by committees composed of parents and staff. We've included the flyers and organizational sheets used in the planning.

## RECIPE:

* *Have parents form a committee which would be responsible for setting the day, time and place, scheduling events and activites, and soliciting help to plan the day.*

* *Our committee wrote and distributed a flyer for information and for parents and staff to sign up to work on committees together in preparation for the picnic. The flyer and additional planning sheets follow.*

## EIP FAMILY/STAFF PICNIC

Mark your calendars; bring your families/grandparents/relatives/friends and join the fun.

ON: Sunday, June 14, 1981
TIME: To start by 1:30 p.m.
PLACE: To be announced

Scheduled Events

2:00 p.m. Dinner
- Pack a picnic basket for your family. Bring a casserole, salad, or dessert for the covered dish table.

3:00 p.m. Benefit raffle of handmade craft items.
- Tickets will be distributed to sell to anyone interested in helping our program. Donation is 50¢, 3/$1.25.
- If you know where we can get tickets printed at little or no cost, please let us know.
- Ticket sales will begin May 1 and end May 29.
- Return unused tickets by last sale date.
- A prize will be awarded to the highest seller.
- Craft donations are still needed, so please sign up in the Parent Center.
- Deadline for completed craft items is May 29th, but may be turned in anytime before to Aggie D or Pat N Also, please box or wrap your craft item for protection.

Baked Goods Raffle for those present at the picnic.
- Donations may be brought day of the picnic. Wrap and label items carefully.

Other Activities

Swimming, depending on location chosen
Games and races
Baseball, volleyball

Needed:

People to work on committees. After the committees are organized, you will be contacted on how you can help by the committee chairman. Feel free to help on as many committees as you are able. It will take all our efforts to make this a successful event.

Fill in the attached sheet and return to the Parent Center by April 21st.

The _____family will____/will not_____ attend.

Number of adults_____; children_____.

COMMITTEES

____ Organization and Planning; Chairman Pat N

____ Set-up; Chairman Kathy H

____ Tickets; Chairman Terry M

____ Raffle

____ Chairman needed

____ I wish to volunteer as announcer for the raffle _____(name)

____ Games and Sports

____ Chairman needed

____ Clean up

____ Chairman needed

EQUIPMENT NEEDED

____ Folding tables

____ Lawn chairs

____ Grills, charcoal, starter

____ Sports equipment

____ Childrens play equipment

____ Playpens

____ Portable sound system

# PARENT NEWSLETTER

JUNE, 1981

## Activities

Plans have been finalized for our FAMILY & STAFF PICNIC to be held on Sunday, June 14th, 1981 at SILVER SPRINGS PARK, Stow, Ohio, beginning at 1:30 p.m. Admission to the park is free, but if you wish to swim, the fee is $1.50 for adults, $1.25 for children. We will be meeting at the tree-view shelter, which is located beyond the swim area and to the left, on a hill. Below is a map for directions to the park.

Remember to pack your own picnic basket, complete with table service, entire picnic dinner and drink (NO ALCOHOLIC BEVERAGES, PLEASE! See ordinance below). Also include a casserole or dessert for our covered dish table, and any baseball/volleyball equipment, lawn chairs, tables, playpens, or grills.

The set-up committee is reminded to come @ 12:00 noon to start grills and to cover tables. People bringing baked goods can place them on the table provided when they arrive. Each family attending may sign their name on a slip of paper at the baked goods table to be eligible for the baked goods drawing, which will follow the craft drawing. We hope all will do their part to clean up at the end of the picnic.

THURSDAY, JUNE 10th is the ABSOLUTE DEADLINE for returning ticket stubs, money, unsold tickets, and craft items for the drawing to Paulie. She will be at the EIP the entire vacation, Monday thru Friday, 9-5 p.m., so please make your returns as soon as possible. Help make this a successful fund-raising event!!!

* * * * * * * * * * * * * * * * * * * * * * * *

UPON RECEIPT OF THIS PERMIT BE FULLY AWARE OF THE FOLLOWING ORDINANCE: 1064.03.

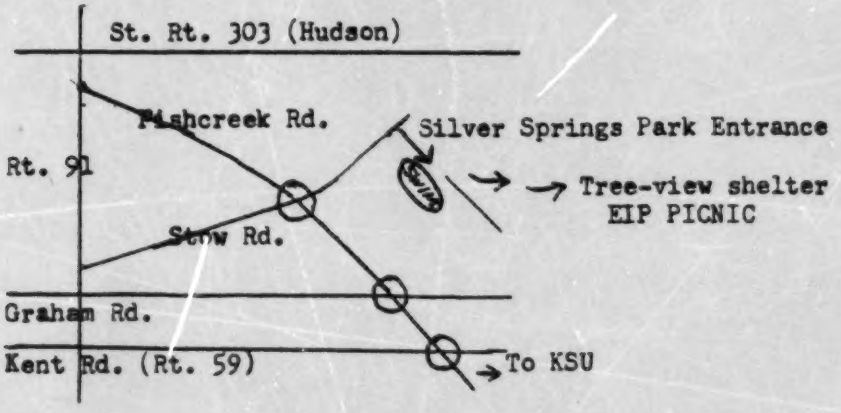
"NO PERSON SHALL TAKE BEER, LIQUOR, OR WINE, REGARDLESS OF ALCOHOLIC CONTENT,

INTO ANY PARK AREA, SHELTER OR FACILITY."

THIS ORDINANCE WILL BE FOLLOWED, AND ARRESTS WILL BE MADE FOR VIOLATION OF SAME.

DARRELL D. WAGNER
CHIEF OF POLICE

* * * * * * * * * * * * * * * * * * * * * * * *



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## PROGRAM EVALUATIONS

As in the past, all parents are asked to write an evaluation of the program at the close of a semester. Therefore, when you return for the summer session, please bring with you a written evaluation of the January - May program and give it to Paulie. Include what you liked or didn't like about the program in general or specifically regarding your child, and suggestions or ideas that may be used in planning for the September program. Remember, your input as parents is essential if your child's programming is going to be meaningful to you, the parent, as well as to your child.

## PARKING

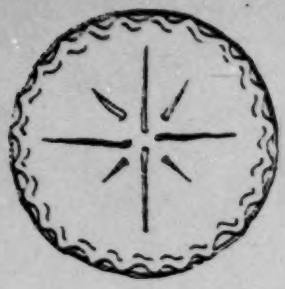
Unfortunately, though not totally unexpected, we will now be charged a fee for parking. The charge for summer is $5.00, and must be paid at the time you fill out your application card at the Parking & Traffic Dept. on the campus. If you have an old sticker, please bring it with you. Cars are not supposed to be ticketed the first week back of the school session, to allow you time to purchase your parking sticker. The Fall semester parking fee is going to be $7.50. If the parking permit fees are a serious financial hardship to you, or you need directions to the Parking & Traffic Dept., see Paulie.

MONEY-MAKING
PROJECTS

This section describes the money-making projects the parents have chosen to undertake as their contribution to the program.

All money donated by the parents is placed in a foundation account. When the parents want to contribute money for supplies, equipment, regular pre-school placement, etc., they hold a parent meeting and discuss and vote on how the money can be used.

The parents initiated the money-making projects on their own. It is their contribution to the program, and they make the decisions about the use of these funds.



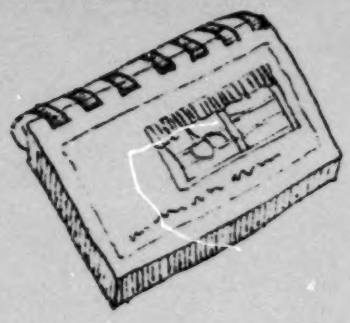
# BAKE SALE

The University School, where the Early Intervention Program is housed, serves as a voting place for governmental elections. The parents, therefore, organized a bake sale and held it on election day, 1980. By selling their homemade goods, they raised $150.00 profit.

RECIPE: (no pun intended!)

* *Set a day, time, place.*
* *Get people to bake -- let them know how to package the baked items and where to bring it (for storage) if made ahead of time.*
* *Have someone price the goods and make a sign of the prices for the customers.*
* *Set up the table. etc. Make coffee; supply cups, cream, and sugar.*
* *Have bags, boxes, containers for customers to carry purchased goods.*
* *Ask parents to work at the bake sale selling the baked goods.*
* *Have a cash box for change ready when opening.*
* *Ready, begin.*
* *Remember those things we missed.*

*And, always get permission to hold the bake sale with program or school officials.*



# RECIPE BOOK

Our recipe book entitled "Not Just Another Cookbook" sold in its first printing 100 copies. Plans are underway for a second distribution.

The parents gathered their favorite recipes, wrote them on 3x5 cards, and placed them in a container for the recipe book committee to organize and type. After typing, xeroxing the recipe, pasting the 2 (same) recipes on one sheet of paper, they were ready for copying. Subsequent to the printing, collating and cutting, the recipe books were bound with an original cover which was designed and sketched by one of the staff members.

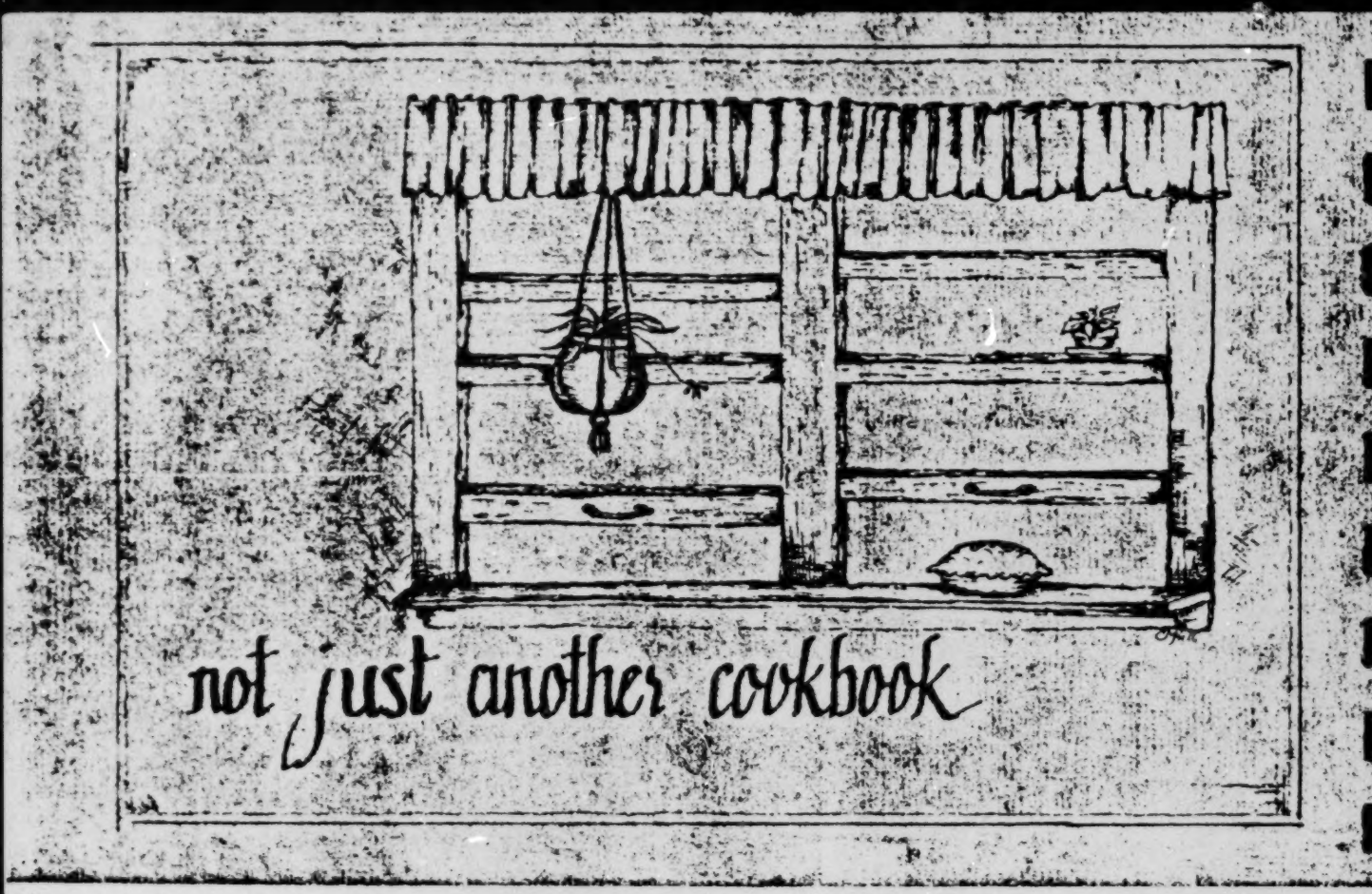
This money-making project was extremely profitable for the parent group, but the work required to put the book together was slow, meticulous, and time-consuming.

RECIPE: (again, no pun intended!)

* *Have your parent group write their favorite recipes on 3 x 5 index cards and place them in a specified container.*

* *Have the Recipe Book Committee organize and type the recipe as if it were going to print - they should check with the printer as to how this should be done, such as grade of paper, type size and spacing, etc.*

* *Once the work is done and the books are ready, then go to it and sell - sell - sell.*




The kitchen is a cozy room
A place for friends to meet,
To share a little laughter
And perhaps to sit and eat.

It's special warm interior
Lends a feeling all its own,
To welcome all who enter
To relax and feel at home.

We hope this little cookbook
May provide a favorite dish,
To bake for friends and loved ones
For to please them is our wish.

Bev K

ATTENTION:

Parents, Students, Teachers, Therapists, Etc.

We're making a cookbook
It will be lots of fun;
But, we need everyone's help
For the work to get done.

So go through your recipes
The old and the new,
And select the best ones,
Please - pick more than a few!

Just jot them right down
On a 3 x 5 card,
Then bring them right in
Into our "bin" just discard.

Now this poem is all done,
But the meaning is clear,
The work's just begun
Let's get into 1st gear!!!!!

Here's the Information:

1. Please print or type all recipes.

2. State which category each recipe should be listed under:

   a) Appetizers, Canapes, Dips, Hors D'Oeuvres
   b) Allergy & Special Food Section (i.e., Sugar Free, Salt Free, Milk Free)
   c) Beverages
   d) Breads & Rolls
   e) Casseroles & Main Dishes
   f) Desserts
   g) Kid's Section (Children's Recipe Version)
   h) Salads
   i) Sandwiches & Soups
   j) Table of Useful Measures and Substitutions
   k) Vegetables

3. Please use 3 x 5 index cards.

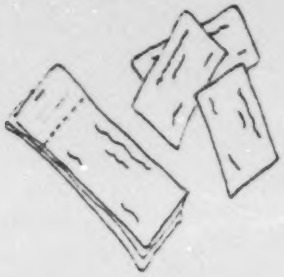
4. Deadline for recipes to be turned in is August 15, 1980.

5. Please deposit all recipes in the recipe bin on the table in Parent Center.

6. The cookbook is to be sold at the "Fund Raising Day" at Chapel Hill Mall on Saturday, November 15, 1980.

7. One title which has been suggested is "Just Another Cookbook".

THANKS TO ALL!!!!



# BENEFIT DRAWING

A benefit drawing was held as a money-making project for our program. Both parents and staff contributed craft items and gift certificates to be drawn as prizes.

These items were raffled for a small donation with proceeds contributed to the program as designated by the parents.

The drawing was held during our first annual family-staff picnic this past summer.

Just to give you an idea - the prizes donated by our parents and staff were outstanding, and included:

$50.00 cash prize
$25.00 Tupperware gift certificate
Mary Kay Gift Certificate
Amway Gift Certificate
Baby Quilt
Macrame plant hanger
Children's Macrame carousel
Pine cone wreath
Woven placemats
Silk flower arrangement
Dried flower arrangement
Needlework
Crocheted scarf and hat set
Latch hook
Watercolor etching
ETC. . . .

The whole day - - picnic lunch, water balloon fight, fish pond, drawing, and even the unexpected rain, was great fun.

RECIPE:

When we first undertook this project, we never realized the magnitude of problems we would encounter. So, let me share some of our experiences so you will be the wiser.

* First, call your local city law directors to check on the legalities of having a raffle/drawing. Also, check with the city in which the drawing will be held. We initially called the city where our program is located and there appeared, to everyone's knowledge, to be no legal or licensing problems with such a project. However, we had planned to have the raffle/drawing and our Family-Staff Picnic on another city's park grounds. We later found out that a raffle held on park grounds is illegal and considered gambling. So - please check over the legalities involved.

* Our next step of having parents and staff sign up for what items they were making or donating was very successful, as you can see from the preceding list.

* We then needed to decide how many tickets to have printed and the price of the tickets. We agreed on 2,000 tickets to be sold at a 50¢ donation or 3 for $1.25 donation.

* When the tickets needed to be printed, our problem was to find the least expensive printing establishment. After parent volunteers called approximately 25 printing companies, they were quoted a reasonable price. At that point, they checked with neighborhood businesses to see if anyone would be willing to donate towards the printing of the tickets or pay the complete cost of the printing. The parents were able to employ a local funeral home to donate the cost of the entire printing.

* The tickets were sold during the following two weeks. The craft items were given to the committee and plans for the drawing were also confirmed during this period.

* The organization and planning chairman for the drawing and first annual Family-Staff Picnic collected all of the items and ordered them for the drawing.

* On the day of the drawing, flyers were given announcing the prizes to be drawn and a parent acted as emcee for the drawing. The drawing was held and a list of winners recorded.

## PROJECTED MONEY-MAKING IDEAS

Some other ideas for money-making projects in the future include:

- having a table at Fund Raising Day at Chapel Hill Mall (a shopping mall in a nearby community).
- having a table at a community Flea Market.
- Sponsoring a bake sale and selling our recipe books simultaneously.

RECIPE:

*Just solicit ideas -*
*plan -*
*and implement!*

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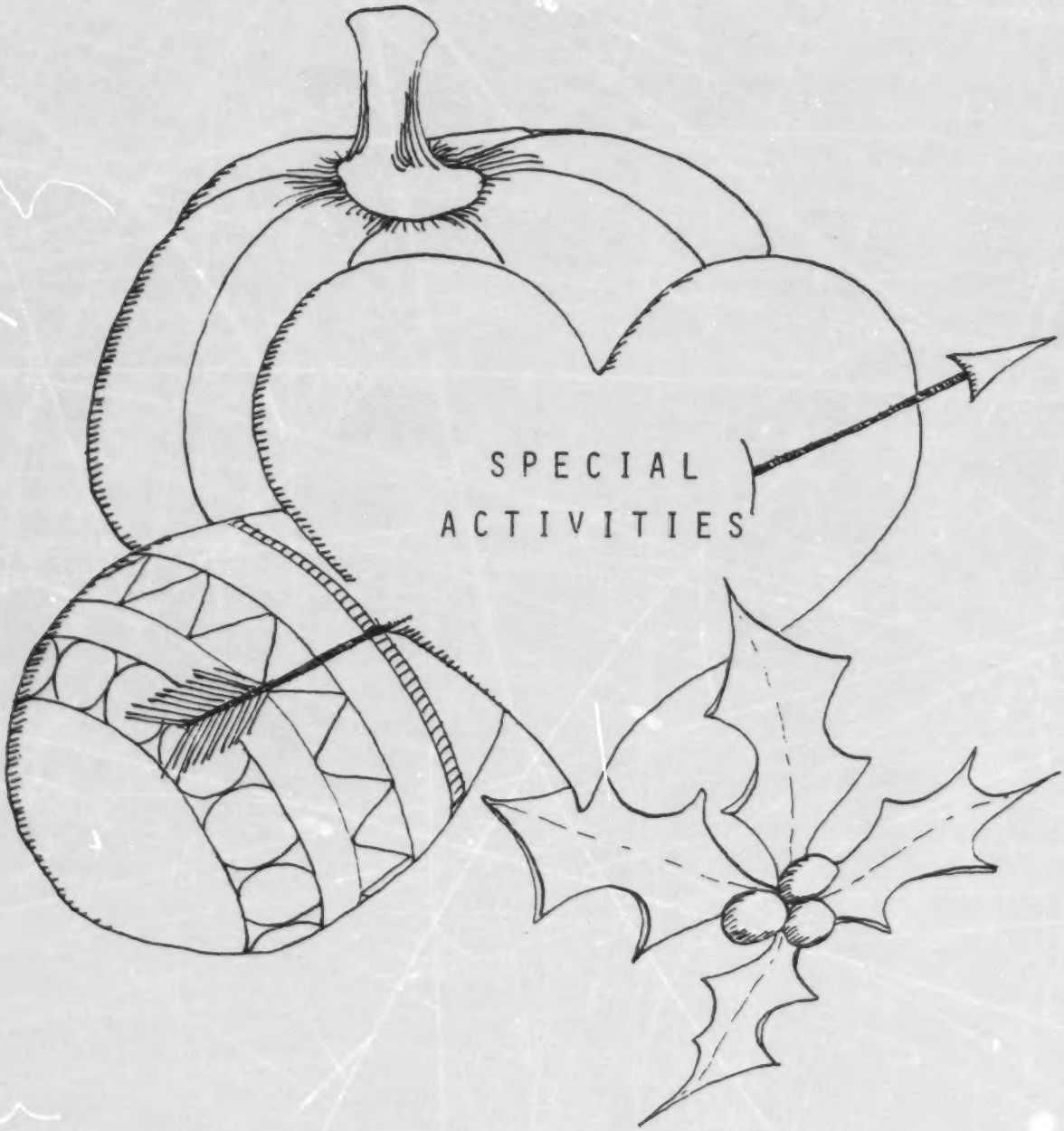

SPECIAL
ACTIVITIES

# PARENTS' CHRISTMAS GIFT TO STAFF

Our staff was cordially invited to a Chrismas Luncheon given by the parents. This gift to the staff was (in the parents' words): "a Christmas present to staff for their concern, work and love of our children."

The parents organized this special day and planned it without a hint to the staff. They prepared a meal of grandeur from chicken florentine to cheesecake for dessert.

The tables were beautifully set with individual favors containing the ingredients for a special salad dressing.

Everyone had a good time, enjoyed grand food and were very thankful for our parents' gift.

## RECIPE:

*This was the parents' gift to us, so they prepared this "recipe".*

* *They composed an information letter to all parents, placing them in the parent mailbox with return sheets to the parent organizer.*

* *Each parent prepared a dish for the luncheon and several parents were here on the luncheon day. They heated and served the food buffet style, set up the tables with tablecloths, centerpieces and favors in the parent center.*

* *They then joined us at our request to partake in their delicious preparations, and cleaned up afterwards.*

*This gift came from their hearts, making it a genuinely favorite "recipe".*

# COOKIE EXCHANGE

At Christmas time one of the parents suggested and implemented a cookie exchange.

Both staff and parents signed up to bring in 13 dozen cookies, 12 dozen for the exchange and one dozen to enjoy that day.

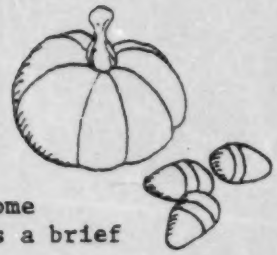
On the selected day a couple of the parents packaged the cookies for each participating parent to take home.

One nice advantage with a cookie exchange is that you may bake 12 dozen of one kind of cookie, but after the exchange you enjoy 12 dozen different kinds of cookies. The assortment of cookies is a terrific help in preparation for all your holiday guests!

## RECIPE:

* *In planning a cookie exchange, put up a list on which those wanting to participate sign their name and the kind of cookie they are baking (this helps not to get any duplicates).*
* *Limit your list to 12 people or you will have to bake another dozen for each person added.*
* *Bring in 12 dozen cookies for the exchange and one dozen to enjoy that day.*
* *Have the participants package their cookies (to prevent spoilage).*
* *Set a day for the exchange.*
* *Have someone responsible to box all 12 selections and distribute to the participants.*
* *Sit down and enjoy a taste of that 13th dozen everyone brought in. Enjoy.*
* *Don't worry about any more baking for the holidays - it's done!*

# HOLIDAY PARTIES



Our parties committee (parents and/or staff) have become experts at planning and giving our children parties. Here's a brief description of our past holiday celebrations.

## HALLOWEEN

What fun to see all the children and staff dressed up in their Halloween costumes! We provide shceduled programming before enjoying the parent-planned Halloween party.

At the end of the morning's programming, the toddlers and preschoolers' party began. The toddlers played pin the eyes, nose, and mouth on the pumpkin, while the preschoolers pinned the tongue on the monster and sat on balloons until they popped. Then everyone enjoyed the homemade doughnuts which the parents prepared, along with apple cider. The children also received a trick-or-treat bag packaged by the parents.

## THANKSGIVING

As a token of appreciation to the parents for all their hard work and support of the program, I prepared a Thanksgiving breakfast and lunch. It was my thanksgiving to the best parent group a program could ask for.

## CHRISTMAS

The staff decided to put on a special Christmas party for the children. We practiced for days our holiday skits arranged to the songs "Rudolph the Red-Nosed Reindeer", "You Better Watch Out", and the story "The Night Before Christmas". And, on the day of the party, all the toddler and preschool children gathered in the toddler room eagerly awaiting the arrival of Santa Claus. The staff, composed of reindeer, little children, ma and pa, an angel, and one of our program co-directors as Santa, sang and danced to the clapping hands and gleeful eyes of the children. Then, as the children's names were called, they went up to Santa and received their gifts. The parents had made each child a stocking with a candy cane and storybook as their gift. We then enjoyed Christmas cookies and punch before beginning our Christmas vacation.

## VALENTINE'S DAY

For this small party, the children made valentine boxes for their valentines to one another. They also enjoyed the heart cookies and juice prepared by the parents.

## EASTER

What's an Easter party without a bunny? Well, we had two bunnies. One of our speech pathologists was Peter Rabbit, while a real live bunny was petted and enjoyed by the children. The toddler and pre-school parties were separate. The toddlers had an Easter egg hunt and also played pin the nose on the bunny. The preschoolers also enjoyed an Easter egg hunt with a playground outing. Each child received an Easter basket with a homemade chocolate bunny, marshmallow chick, and jelly beans. Two of the mothers prepared a bunny cake, which was served with juice. We all had a hopping good time.

RECIPE:

* *This one's up to you - - - Have fun!*

# EXERCISE PROGRAM

The parents initiated an exercise program once a week during the morning session in 1981. Just beginning now in 1982, is an opportunity to participate in Jazzercise. As the following flyer expresses, we're looking forward to wild and wooly workouts.

Some of the mothers also have been taking a morning walk. When weather permits, from 9:00-10:00 they take a leisurely walk around the area. It gives them a nice break while their children are in programming.

RECIPE:

* *Pounds away. If parent interest is present, begin an exercise program by finding a parent who would lead the exercise group or investigate available community exercise programs.*

* *Set up your days and times - - begin.*

# Jazzercise

JAZZERCISE, INC.
[illegible] ROOSEVELT STREET
CARLSBAD, CALIFORNIA [illegible]
(714) 729-[illegible]

WHAT: Spring into shape with JAZZERCISE

WHEN: March 3rd, 8:45 a.m. to 9:30 a.m.

WHERE: Kent State University School Gymnasium

WHO: A Wild and Wooly Workout will be provided by Kathy W Certified Jazzercise Instructor

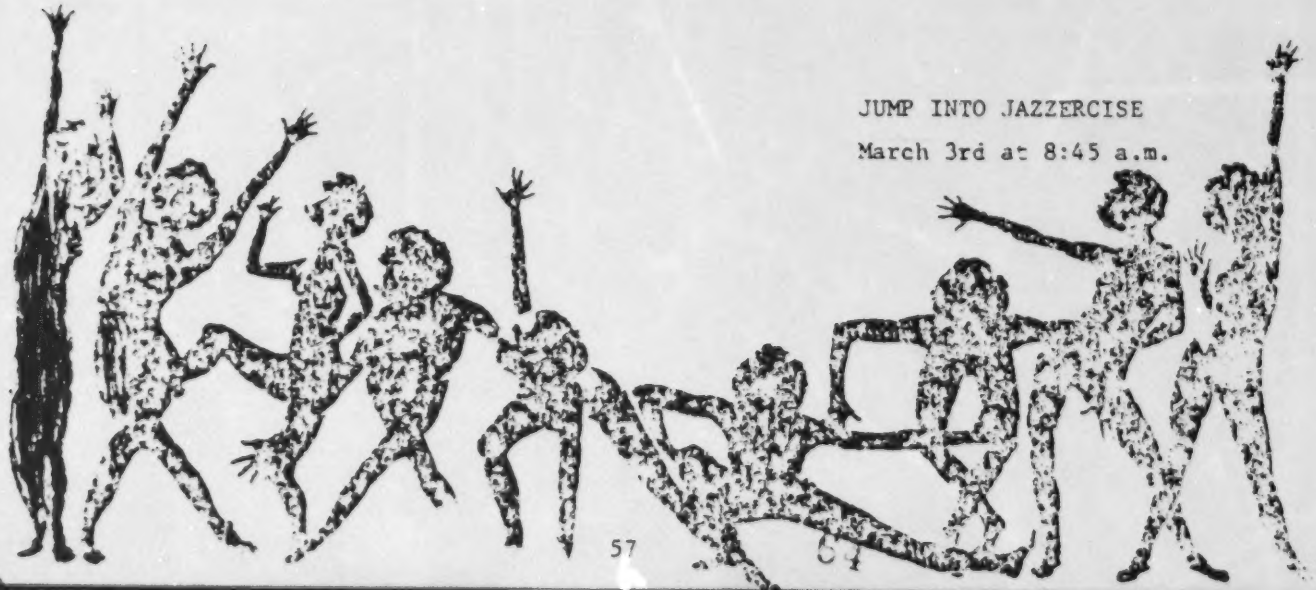
CLASS FEE: Your March 3rd class is a free demonstration - participation. Regular scheduled classes will begin March 5th and will meet Wednesday and Friday mornings 8:45 a.m. to 9:30 a.m. Register Friday, March 5th, for your eight-class session at a cost of $16.00.

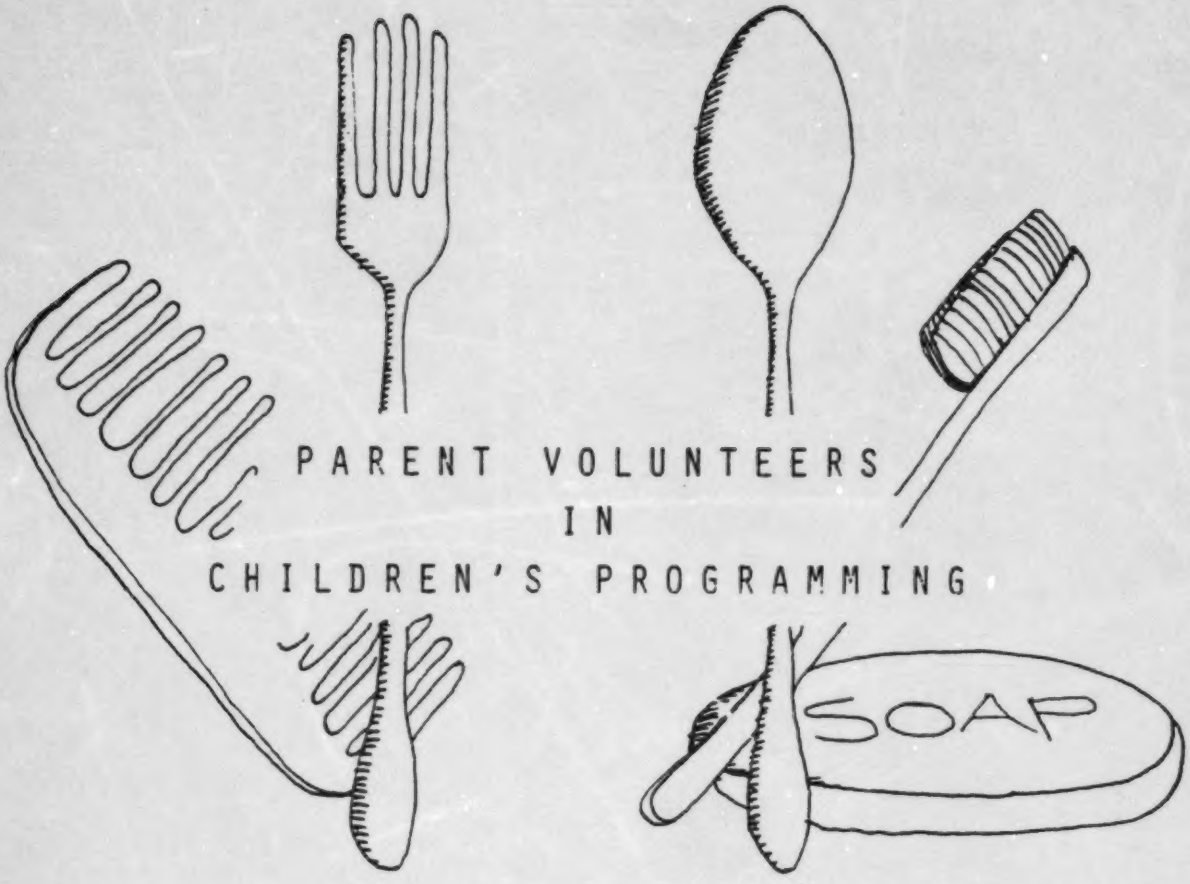
WHAT YOU NEED: Wear a smile and proper attire (leotards with stirrup tights, warm-ups, summer shorts, or loose fitting clothing). Please bring an exercise mat or rug.

PARKING: Parking is only available at the Student Center (a short warm-up walk before class)

For further information, please call Jeannie L or Paulie V at 672-3854.

Enrollment is limited to parents of children enrolled in the University School Programs, Child Development Center (CDC), Parent-Infant-Toddler Project (PIT), and the Early Intervention Program (EIP).




PARENT VOLUNTEERS
IN
CHILDREN'S PROGRAMMING
SOAP

# PARENT COOPERATIVE AREAS

The parents of the Early Intervention Program, in their eagerness to help, sign up and are then assigned responsibilities among several parent cooperative areas.

Although the enclosed form is outdated, in that classrooms and programs are ever-changing, it should help give you an idea of the areas in which parents can volunteer.

We feel the parents are a great asset to any program and we appreciate their many talents.

RECIPE:

* *Provide the parents with an information packet describing the parent cooperative areas available to them.*
* *Have them fill out a questionnaire listing their choice and the days and time they have available to volunteer.*
* *Gather the completed sheets, assign the parents, post their assignment, provide parent training in those areas and follow up.*
* *The experience will be invaluable to both parents and staff.*

## PARENT COOPERATIVE AREAS

Dear Parents:

Thank you for your willingness to help in various areas of the program. In order to schedule your time in the area of your choice we are asking that you complete this questionnaire. We will then schedule you as a parent volunteer, go over your responsibilities, and schedule the day and time we need your help.

Please list your first three choices in order of priority from the following areas where we could use your help.

Thank you,

Paulie

Parent Cooperative Program Areas

1. Motor Group
2. Self-help Group
3. Toddler Classroom
4. Pre-school Classroom
5. Data Collection/Videotaping (see Tom S)
6. Parking Monitor
7. Housekeeping
8. Parent Center Activities } Parent Center
9. Hospitality
10. Parent Group

**********
**********

Name: _____

1st choice: _____

2nd choice: _____

3rd choice: _____

Days available to volunteer: _____

Time available to volunteer: _____

NAME: _____

DATE: _____

EARLY INTERVENTION PROGRAM

PARENT PARTICIPATION INFORMATION SHEET

The Early Intervention Program strives to include its parents as an integral part of the program. Therefore, we continuously solicit your help in numerous ways. There are many areas of the program in which your services are needed. We would, therefore, appreciate your taking the time to complete this information sheet sharing with us your interests, abilities, and preferences.

Please check (✓), circle, or fill in.

1.) I am particularly interested in working in the:

____infant classroom
____toddler classroom
____pre-school classroom
____parent center
____office

Classroom:

please circle

2.) I am interested in (preparing or helping) with the following activities:

____ music
____art
____movement (i.e. dance, gym, exercise)
____taking data (observations)
____other _____
_____
____story telling
____puppet show
____reading a story
____snack time

If you have checked an activity please describe what you would like to do: _____
_____
_____

Parent Center:

3.) I am interested in helping in the parent center in the following ways:

____giving tours to prospective parents

____giving tours to school or agency visitors

____preparing snacks

____preparing the snack list for the week

____planning social activities for the parents and/or families

____conducting an orientation group for new parents

____going on home visits of prospective children

____preparing a parent newsletter

____making toys, etc., for the classroom

____other_____

_____

_____

Office:

4.) I am interested in helping in the office in the following ways:

____answering phones

____typing

____xeroxing

____other_____

_____

_____

5.) Please include any general comments about the program, your part and your child's part in the program, if there is anything we can do for you or you for us.

_____

_____

_____

6.) Are you interested in preparing an IPP - Individual Parent Plan for yourself? ____Yes ____No

Thank you,

Paulie

4/1/80

PARENTS

For Your Information

We would like to inform you about the Motor Groups which we have recently implemented in our program. The purpose of these Motor Groups is to develop the gross motor muscular system in order to perform basic locomotor skills, gross visual motor skills, improve balance, enhance body awareness and develop spatial relationships. Through movement exploration, your child is able to develop problem solving skills as well as strength, flexibility, agility, and coordination. Having your children work in small groups facilitates socialization and provides opportunities to learn cooperation and competition.

We would like to solicit your help with our groups. Your responsibilities would include helping with the set-up and removal of equipment, assist individual children with motor skills if needed, and in general be of assistance to the instructor. If you are interested, please sign up. We will be having a meeting of all interested parents.

Thank you for your cooperation

saf

## SELF-HELP GROUP

These groups have been established to develop specific self-help skills including the areas of self-feeding, dressing/undressing and hygiene. Activites will center around practicing specific tasks in one or more of the areas. Each child will have specific goals based on what they are currently able to do and what new skill we would like your child to acquire.

In addition to teaching specific self-help skills, this section will provide an opportunity to practice other skills and peer interaction. We will discuss each child's program with other staff members who are involved in their training so we make similar demands and reinforce the skills they are learning in class.

Pat Jones and I will be primarily in charge of these groups. Times, days, and child assignments will be established so that you will know when your child will be included in this group. If you have any questions or would like to suggest activities, please contact either one of us.

Cyndi Liptak

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Self-Help Group Parent Responsibilities:

1. Help prepare kitchen area for the days activity.
2. Receive assignment of specific task or individual child to assist during the session.
3. Collect data on activity or child, if indicated. This will be explained in detail prior to the activity.
4. Help with clean-up after the session.

Potential areas that will be practical in these sessions are as follows:

1. Self-feeding:
   a. Appropriate use of utensils.
   b. Basic food preparation to include: pouring, slicing and spreading, toasting, mixing and measuring.
   c. Table set-up and cleaning up.
2. Dressing/Undressing:
   a. Motor sequencing.
   b. Fine motor coordination for basic fastenings.
   c. Front/back concepts.
3. Basic hygiene.
   a. Toothbrushing
   b. Hair combing, washing
   c. Cleanliness

Dear Parents:

Welcome to the Toddler Class! I'm sure you'll enjoy your time with us.

When you come into the classroom to help, please look at the schedule for the day. Your responsibilities will be on the schedule (group activity, children responsibile for, objectives for children). There will also be a card for each of the children with their objectives, management procedures for specific behaviors, etc. If you have any questions, please feel free to ask.

Here is a basic schedule for the day. More details and information will be written into the regular daily schedule.

Becky

<table>
<tr><td>9:00 - 9:15<br>(10:45 - 11:00)</td><td colspan="2">Greeting at door<br>Coats off<br>Hang up coat<br>Toileting<br>Independent play (social)</td></tr>
<tr><td>9:15 - 9:30<br>(11:00 - 11:15)</td><td colspan="2">Group Activity (1-2 groups)<br><br>- Identifying self<br>- Identifying object<br>- Body awareness<br>- Vocalization<br>- Puppets<br>- Bubbles<br>- Motor imitation</td></tr>
<tr><td rowspan="2">9:30 - 9:45<br>(11:15 - 11:30)</td><td colspan="2">Gross Motor - 5 minutes</td></tr>
<tr><td><u>Cognitive</u><br><br>Identifying 3 objects</td><td><u>Fine Motor</u><br><br>puzzles<br>stacking blocks - rings<br>nesting blocks<br>manipulative toys</td></tr>
<tr><td rowspan="2">9:45 - 10:00<br>(11:30 - 11:45)</td><td colspan="2">Gross Motor - 5 minutes</td></tr>
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<tr><td rowspan="2">10:00 - 10:15<br>(11:45 - 12:00)</td><td colspan="2">Toileting</td></tr>
<tr><td>Self-care</td><td>Social Play<br>- Kitchen area</td></tr>
<tr><td>10:15 - 10:30<br>(12:00 - 12:15)</td><td colspan="2">Story-time<br><br>- Music</td></tr>
</table>

RESPONSIBILITIES OF THE PARENT
IN THE PRESCHOOL CALSSROOM

Hi Mom and/or Dad:

Thank you so much for volunteering to work in the classroom. I think you and I will really enjoy working together.

I. When you first come in:

A. Read (or re-read) the Inspructional Programs on the wall in the office. These will give you helpful information in a number of areas. For example:

1. Toileting procedures
2. Behavioral procedures
3. How to move children

These are very important since these procedures must be followed consistently.

B. Be sure to also read the Lesson Plan for the day. This will probably be on the desk, but if not, ask me.

Some things you may be asked to do:

1. Collect materials for the day's lesson
2. Set up individual lessons
3. Act as a "rover" keeping children in groups
4. Take data (I will show you how)

In addition, if you feel comfortable, you are welcome to work with small groups of children on specific tasks. And if ther are any suggestions for activities, feel free to tell me and we can work them in I'm sure.

If your child is in my class and seems distracted by your presence, see how he/she reacts for a couple of days. If he/she does not grow accustomed to you, we will have to sit down and talk about it.

Thank you again!

Chris

## PARENT CENTER RESPONSIBILITIES

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Housekeeping:

- Make the coffee - hot water for tea - cold pitcher of lemonade or iced tea.
- Clean coffee table - fill containers of sugar, creamora, tea bags and paper cups and spoons.
- Wash and dry dishes in sink left over from previous day.
- Put a load of towels/sheets in the washer and dryer or help fold and put away towels and sheets.
- Clean up in the parent center after the morning or afternoon sessions.

---

Parking Monitor:

- Check on the parent parking at 9:00, 10:30, and 12:00. Give reminder tickets (both copies). Record license number and date.

---

Hospitality:

- Give tours - check to see if guests have signed the visitors book in office.
- Be a new parent advocate . . . share with them their first days here.

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Parent Center Activity:

- Take minutes at the meeting.
- Type, xerox minutes of the business meetings.
- Keep the Parent Log.
- Work on the Parent Directory.
- Work on any current parent center activity (i.e. open house, bake sale, program brochures, posters).

---

Parent Group:

- Sunshine sending get well cards or thank you's to speakers.
- Plan various parent group activities, i.e. lecture series, social times (breakfast, exercise . . .), support group, etc.

NEW IDEAS

# TWO NEW IDEAS

## PARENT NEWSLETTER

One of the ideas I hoped to initiate in my first year as parent liaison coordinator was a parent newsletter. However, our philosophy in working with parents, that the group should evolve from the needs and experiences of the parents, was incongruent with my need. The parents saw no need for a newsletter at that time. Fourteen months later there was a need. The idea was for a newsletter to provide the total parent group with news and events of the Early Intervention Program. Our first newsletter is included herein. I hope you enjoy it, for it was written in a humorous vein by two of our parents, husband and wife.

## BOWLING

During one of our informal parent center conversations, ideas for leisure activities were brainstormed. Bowling was suggested and planned for May, however, due to summer schedules, it was not initiated. It is now a year later and, once again, bowling, craft lessons, lectures on adoption, marriage study, and coupon trading are new ideas.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

In the future, I'm sure we will have several new ideas becoming parent programming areas. If you write us, we'll share our new experiences with you.

Early Intervention Program
University School
Kent State University
Kent, Ohio 44242

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

EARLY INTERVENTION PROGRAM

EIP

UNIVERSITY SCHOOL

KENT STATE UNIVERSITY, KENT, OH 44242
(216) 672-3854

# PARENT NEWSLETTER

APRIL, 1981

## Parent Events

Since our last breakfast outing was so enjoyable, we've decided to make them regular events. This month a luncheon is scheduled for 12:00 Noon at the Red Radish on Friday, April 10th.

There has been some interest in a bowling get-together for anyone with or without bowling skills. If we can get 18 people, there's the possibility of entering a league. Even if we don't have that many interested parents, we can still plan on some fun starting in May at the Kent Bowling Lanes. The cost involved would be $2.70 for the lanes and $.40 for the shoes. There is a sign-up sheet posted in the Parents' Center so please sign up soon if you're interested in either fun or making a real fool of yourself!

We're planning an Easter party for the kids on Thursday, April 16th. Please save and bring in your empty pantyhose eggs or margarine containers to fill with surprises. We plan to have some treats besides the eggs and punch, but we'll need your donation of 50¢. Please put your donation in the coffee can. For further information, or if you would like to help with the party, please contact Ronda R or Jo W

There will be no school on April 17th in observance of Good Friday.

A coffee hour once a week has been suggested and very well received, so there is a parent sign-up sheet for bringing in baked goods and for preparing and cleaning up.

For those of you who haven't already done so, please return all parent and father programming questionnaires to Paulie as soon as possible.

We need a 25¢ a week donation for snacks from parents whose children are in the Toddler Classroom. A list is posted in the Parent Center. There is a coffee can available in the Parent Center for your donations. Please sign the sheet in the coffee can when you make your donation.

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Looking ahead to warm weather brings plans for a family picnic. More information will be coming later, but we're planning on a Sunday in June. Also at the family picnic will be a raffle of crafts and baked goods to raise money for the EIP. There is a sign-up sheet in the Parent Center. Please help.

Mr. C , from the Spaulding for Children Agency, will speak on Adoption - Procedures and Children on Wednesday, April 8th at 10:30 in the Parent Center.

We will be having a Tupperware party in May. Our demonstrator will be Abby Jo C The date will be announced.

Anyone interested in receiving a facial and a view of the new Spring and Summer Mary Kay Cosmetic Lines see Gill F so she can set up a date.

Please check your mailboxes daily and be sure to read the bulletin boards and wall postings.

Per parent request, we originated a Suggestion Box and Dr. E checks the box daily - but no suggestions. So, if you have any, please drop your ideas or suggestions in the box.

The Parent Directory Committee under Pat N and Aggie D direction are working on the directory, so if you haven't filled out the information needed, the papers are in the Parent Center.

Please remember to sign the doctor appointment list in the Parent Center whenever your child will be seen by his physician. Please try to give the staff enough notice so they can communicate with your physician.

## People News

We have a couple of baby announcements to share with you. Georgie and Steve S gave birth to a healthy boy, Joseph Stephen, on February 21st. Our other news comes from Pat J , one of our staffers. Pat and her husband Frank were both shocked and thrilled on March 10th when twin girls were born. Dana and Jennifer are adorable and both doing very well. And then there's Jackie S ....her doctor has said any day now, but that was three weeks ago. Jackie's official due date is April 8th so all we can say is -- any day.

We also have several expectant mothers: Meri F , Paulie V , and Debbie S (wife of staffer Tom S ), Ruth Pat H , Verna and Rita "

We'd like to update you on the condition of Jacob F We're happy to say he's doing very well and seems to be responding to his treatment. He's home now and receives his chemotherapy as an outpatient. Our thoughts and prayers are with Jacob and his family.

Our Congratulations and best wishes to Margaret P on her recent marriage.

## Asides

We would like to name our newsletter, so if you have any ideas or any news items, please share them with Bob and Barb G - our writers and editors.

## REFERENCES

Carkhuff, R. R. The art of helping: An introduction to life skills. Massachusetts: Human Resource Developmental Press, 1973.

Kroth, R., & Parks, P. Notes. Parent Involvement Workshop, New Mexico, 1981.